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ABSTRACT

A model of curriculum evaluation for determining topics of inservice programs is described. Two basic assumptions are made: education is what pupils perceive is happening to them because they attend school, and education is what teachers do that influences pupils. Data for evaluation is to be collected by means of questionnaires and interviews with students, teachers, and parents. Interviews are used to provide depth of understanding while questionnaires provided breadth. Methods for analyzing collected data are discussed and a sample questionnaire is appended. (JD)

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# PROGRAM EVALUATION: RESEARCH INFORMATION FOR INSERVICE RECOMMENDATIONS

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## OVERVIEW OF THEORETICAL EVALUATION MODEL

A common practice in conducting needs assessment and subsequent inservice programs for public school personnel is to conduct a survey of what teachers "think they need." Typically teachers are sent a form asking them to indicate the five or ten areas they would like to see on an inservice program. Once these suggestions are collected by the central office they are combined and form a list for teachers to then "vote" on by indicating their top three or more choices. While such a process does involve teacher input in an "intuitive" way, it does not function on the basis of an evaluative data base.

A model of curriculum evaluation has been developed by Kunkel and McElhinney (1970) that provides for the collection of data for educators to use in making decisions about schools. While their main intent was to provide information so that judgements could be made regarding the success of schools, the process also has application in making judgements regarding inservice sessions.

The model of curriculum evaluation theory makes two basic assumptions. One assumption is: education is what pupils perceive is happening to them because they attend school. This includes experiences in classrooms, hallways, activity programs, libraries, guidance and administrative offices, and playgrounds. Principles of learning suggest that what a person perceives as important <u>is</u> important to him/her and in research done by Havinghurst, Coleman, and others, pupils do not report that mastery of subject matter is of greatest importance to them. On the basis of this evidence, Kunkel and Mc Elhinney suggest assessment of school programs should attempt to determine what pupils think is happening to them at school.

The second assumption is that education is what teachers (school personnel) do that influences pupils. This includes the planning that is done, the materials and activities that are used, and the pupil behaviors that are rewarded and punished. Evidence from research done to judge school effectiveness through measuring good teaching suggests that teacher personality and the interaction between pupil and teacher is of major significance. The research suggests according to Kunkel and McElhinney, that outstanding teaching does not result from the presence or absence of any specific subject area. Therefore an evaluation model must attempt to determine what teachers and other professional personnel do that has an impact on pupils.

Finally, Kunkel and McElhinney indicate that there are many kinds of important experiences for pupils at school. It is not the presence or absence of buildings, facilities, curricular materials, or courses but an individual pupil's personal experiences with them that is important. Research suggests that these experiences combine to provide the school's institutional impact and evaluation models must attempt to assess this impact.

## Procedure for Collecting Data

To secure information, interviews were conducted and questionnaires were given to parents, pupils and professional personnel. Interviews were used because they force the respondent to construct his own response and allow the interviewer to pursue a reply when he judges it fruitful. With questionnaires the respondent must choose among the answers presented, but all members of the population can be included and large numbers of responses can be tabulated and combined. Interviewing provided depth; questionnaires provide breadth.

Interviews and questionnaires utilize the observations of persons normally in the classroom. Direct classroom observation introduces an outside observer into the classroom and so drastically alters the learning activities that usual learning situations cannot be observed. Yet a classroom observation form has been developed for supplemental use. A professional observer spends about twenty minutes in the classroom systematically observing pupils, then takes one or two pupils from the room and interviews them. This increases the information collected about the school.

In summary, the evaluation team collects information from teachers and other professional personnel about what is being done, why it is being done and seeks their professional judgment on how successfully it is being done. Following a similar list of topics, information is collected from parents, pupils and professional personnel about their experiences. These data are combined and ordered to form a school profile. (See attachments as examples of student questionnaires.)

## The Reporting

After the data is collected, it is combined, organized, and stated in such a way as to be useful to the school. Statements in the report are of three kinds; (1) reporting, (2) implications and (3) recommendations. The report includes summaries of the information and state implications which seem to grow obviously from them. These summaries are intended to be tactful statements about the data obtained and as free of the evaluator's value judgements as is possible. The implications are generalizations that seem to grow obviously from the information.

In addition to the evaluator's analysis of the data, summary reports of the findings are distributed to the faculty and administration for their analysis. Each professional in the school is asked to list (1) five observations regarding students in the school, (2) five observations regarding

faculty in the school, and (3) five specific implications for inservice at the school.

The interpretation is a matter of judgement. There are no set standards and each school must decide for itself. Yet, the information and implications are to be considered and recommendations should be made. These recommendations are the professional judgements of both the evaluators and the professional personnel and thus reflect some basic assumptions and points of view which may not be the same as those accepted in each district studied. In all cases the evaluators can assist each school or district in developing appropriate inservice sessions for school personnel based on a data base rather than intuitively.

JUNIOR HIGH PUPIL QUESTIONNAIRE

FORM C

11. In general, how well do you like your school?

26.2% 1. I like it very much — 63.1%
33.8 2. I like it
23.1 3. Neither like or dislike
7.7 4. Many days I would like to stay away — 4.6
9.2 5. If I could, I would quit school

12. Teachers compliment pupils most frequently in which of the following classes? — 6.2

10.8 1. Math
21.5 2. Science — 6.2
6.2 3. English — 13.8
7.7 4. Social studies
23.1 5. Physical education
1.5 6. Industrial arts
3.1 7. Home economics — 6.2
8. Business
26.2 9. None of these

13. I feel more emphasis in English classes should be placed on:

23.1 1. Basic grammar — 21.5
1.5 2. Appreciation of literature
16.9 3. Speech and dramatics (plays)
9.2 4. Writing themes and short stories — 9.2
27.7 5. Taste and appreciation in viewing TV and movies
21.5 6. Current literature (modern books, short stories, poems, science fiction, etc.) — 47.7

14. The most valuable thing I've learned this year has been connected with: — 9.2

6.2 1. A class in English or social studies
32.3 2. A class in science or math
1.5 3. A class in art or music
15.4 4. A class in home economics, woodshop, or business (typing, shorthand, accounting, etc.) — 12.3
16.9 5. An activity sponsored by the school such as athletic events, band, school clubs, student council, the school newspaper, dramatics, etc.)
1.5 6. A part time job for which I get a school credit
6.2 7. Associating with the students at school
8. Associating with the teachers outside of class
18.5 9. I can't classify my most valuable experience

15. Which of the following most nearly describes how you feel?

1. I plan to do well in high school and then to graduate from college in order to get a good job
2. I don't think that I will be successful in high school or college
3. I don't worry about the future because my family will take care of me.
4. I plan to marry shortly after high school
5. I plan to marry after college
6. After high school I plan to get a job where there is a strong union and they will see that I get paid well
7. I plan to join some branch of the armed services

16. When there is a conflict between a teacher and a pupil:

1. The teacher should be able to determine the severity of punishment
2. The teacher and an administrator should determine the conditions the pupil must meet
3. The teacher and pupil should meet with an administrator and the conflict should be settled to the satisfaction of both teacher and pupil
4. The pupil should be able to choose another teacher to go with him for a joint meeting with the teacher in conflict and an administrator
5. The pupil should be able to determine conditions under which he will attend school and classes

17. What ability group or track are you in your English class?
- 9.2% 1. The highest group or track
- 13.8 2. The middle group
- 7.7 3. The lower group
- 24.6 4. Our school does not have ability grouping or tracks
- 44.6 5. Don't know

18. How do you and your friends rate socially in this school?
- 16.9 1. At the top
- 32.3 2. Near the top
- 41.5 3. About the middle
- 9.2 4. Near the bottom

19. How good a student do your teachers expect you to be?
- 30.8 1. One of the best students
- 29.2 2. Above the middle of my class
- 15.4 3. In the middle of my class
- 1.5 4. Just good enough to get by
- 21.5 5. Don't know

20. I feel too much emphasis in English classes is being placed on:
- 32.3 1. Basic grammar
- 17.7 2. Literature appreciation
- 1.5 3. Speech and dramatics
- 10.8 4. Theme writing
- 6.2 5. Taste and appreciation in viewing TV and movies

21. The most significant experiences I have occur:
- 12.3 1. In my classrooms at school
- 21.5 2. In activities connected with school
- 3.1 3. In interaction with teachers, counselors, and other school personnel
- 1.5 4. In interaction with members of my family
- 21.5 5. In interaction with others about my age
- 3.1 6. In interaction with adults not connected with school
- 1.5 7. In interaction with persons younger than me
- 3.1 8. When I have time alone with myself
- 32.3 9. I can't assign my significant experience to one of these

22. Even with a good education, I'll have a hard time getting the right kind of job.
- 13.8 % 1. Agree
- 50.8 2. Not sure
- 35.4 3. Disagree

23. On an average school day, how much time do you spend watching TV?
- 9.2 1. None or almost none
- 4.6 2. About ½ hour a day
- 20. 3. About 1 hour a day
- 21.5 4. About 2 hours a day
- 13.8 5. About 3 hours a day
- 30.8 6. Over 3 hours a day

24. During the last two or three years, it seems to me that:
- 29.2 1. School is much more directly related to life outside school
- 38.5 2. School has little relationship to life outside of school
- 32.3 3. Much of what I hear in school is contradictory to what I see and hear outside of school.

25. In my classes the last two or three years, I find that:
- 9.2 1. Teachers allow pupils to participate extensively in planning what to do
- 24.6 2. Teachers occasionally ask pupils for their opinion when planning what to do
- 63.1 3. Teachers do most of the planning

26. How good a student do you want to be in school?
- 56.9 1. One of the best students in my class
- 27.7 2. Above middle of my class
- 6.2 3. In the middle of my class
- 7.7 4. I don't care

27. Do you feel that you can get to see a guidance counselor when you want to or need to?

64.6% 1. Yes
27.7 2. No
6.2 3. We have no guidance counselor

28. Over the past couple of years, have you seen any change in the way most of the teachers teach, in what you study in class, or in how your school is run?

24.6 1. I don't think I have seen any change
49.2 2. I think that there has been some change
16.9 3. I don't know if there has been a change
7.7 4. I don't understand the question

29. The amount of time and effort I spend on school work outside of school:

23.1 1. Has never interfered with other activities or hobbies I'm interested in
16.9 2. Causes me to miss other activities or hobbies about once a month
16.9 3. Causes me to miss other activities or hobbies two or three times a month
21.5 4. About once a week
21.5 5. Almost every night

30. Check the statement which comes closest to stating the relationship with your parents and doing well in school:

36.9 1. My parents are interested in how well I do in school but I don't feel that they are putting pressure on me
32.3 2. My parents are concerned about how well I do in school and I sometimes feel pressure to do well
13.8 3. My parents often pressure me to do well in school
9.2 4. My parents are constantly pressuring me to do well in school
7.7 5. My parents don't seem to be much concerned about how I do in school

31. Concerning the judgments of other pupils whose opinions I value:

32.3% 1. How well I do in school makes no difference to them
24.6 2. I go up in their judgment if I do well in school
3.1 3. I go down in their judgment if I do well in school
6.2 4. I go down in their judgment if I do poorly in school
3.1 5. I go up in their judgment if I do poorly in school
30.8 6. I do about the same in school as they do to get along well with them

32. Check the statement that comes closest to your parent's judgment about the amount of time you spend on schoolwork.

26.2 1. I <u>don't know how</u> my parents feel about the amount of time I spend on schoolwork
27.7 2. My parents think that I spend <u>about the right amount</u> of time on schoolwork
15.4 3. My parents think I spend <u>too much</u> time on schoolwork
30.8 4. My parents think I spend <u>too little</u> time on schoolwork

33. Concerning the value of the things I do as school work:

26.2 1. I think <u>almost all</u> of the schoolwork I do is valuable
27.2 2. I think about <u>three-fourths</u> of the schoolwork I do is valuable
26.2 3. I think about <u>half</u> of the schoolwork I do is valuable
18.5 4. I think about <u>one-fourth</u> of the schoolwork I do is valuable

34. Concerning the value my parents place on what I learn in school:

44.6% 1. My parents think <u>almost all</u> that I learn in school is valuable

20. 2. My parents think <u>about three-fourths</u> of the schoolwork I learn is valuable

6.2 3. My parents think <u>one-half</u> of what I learn in school is valuable

4.6 4. My parents think <u>one-fourth</u> of what I learn in school is valuable

4.6 5. My parents think <u>almost none</u> of what I learn in school is valuable

16.9 6. I don't know what my parents think about the value of my schoolwork

35. In this building, when a pupil fails to learn over a long period of time:

11.5 1. The pupil alone is at fault

13.8 2. The teachers are at fault

4.6 3. The administrators, counselors, and other service persons are mostly at fault

26.2 4. The pupil and teachers share the fault

1.5 5. The pupil and all school personnel are at fault

12.3 6. No one is at fault; a fraction of the pupils have always failed to learn

36. Concerning the amount of participation by a pupil in determining what learning activities he should experience, the pupil should:

12.3 1. Have complete control

14.6 2. Have equal voice with others

27.7 3. Should have a few choices now and then but should meet the expectations set by others

13.8 4. Should have little or no voice in determining learning activities

37. Instruction in sex education and closely related areas in my judgment:

12.3% 1. Should have no place in this school's instruction

30.8 2. Should be included only as it traditionally has been included in classes in biology, health, and home economics

27.7 3. Should include the traditional instructions plus <u>elective</u> courses where the social and psychological aspects are studied more thoroughly

9.2 4. The instruction described in response #3 should be required of most pupils

20. 5. I cannot make a judgment

38. If I were to list the five or six most important problems that the United States faces, and then examined what I have learned in school, I would find that school is helping me to understand and then decide among possible approaches to solving:

20. 1. Most of the important problems of the U.S.

13.8 2. About half of the most important problems of the U.S.

20. 3. One or two of the most important problems of the U.S.

21.5 4. School does not seem to answer any of these problems

16.9 5. I can't answer

39. Concerning the amount of <u>pupil</u> participation in the evaluation of <u>administrators</u>, <u>counselors</u>, <u>librarians</u>, and <u>other service</u> personnel, pupils should:

13.8 1. Have no voice in administrator, etc. evaluation

32.3 2. Be consulted by asking pupils to complete a rating form, but this should not be the major factor in administrator, etc. evaluation

26.2 3. Provide information which would be a major factor as other people made decisions on administrator, etc. competence

16.9 4. Participate equally with others in evaluation of administrators, etc.

10.8 5. Consult with other persons, but make the final decisions in administrators, etc. evaluation